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# THE JONES' SPELLING BOOK

Part ONE

THE CAPITAL SUPPLY COMPANY  
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# **The Jones Spelling Book**

**PART ONE**

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**Grades Two, Three and Four**

**BY**

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**Head of the Department of Education in the  
University of South Dakota**

**VERMILION**

**THE CAPITAL SUPPLY COMPANY  
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## PREFACE

If there is any subject in the common school whose teaching has been a disappointment to teachers themselves, that subject is spelling. In spite of new and improved methods of teaching spelling, in spite of more time spent upon spelling, and in spite of efforts to reform English spelling, students throughout the eight grades of our public schools continue to disappoint us in their spelling. Then, too, the high school graduate seems as likely as ever to mar his thesis by frequent misspelling; the letters of business men are far from satisfactory in spelling; and, finally, the college graduate continues to show us that he is by no means a master of spelling. This is a formidable array of evidence against our teaching of spelling, and from every quarter comes the cry, "What is the matter with our spelling teaching?"

The answer to this question may come from either or both of two sources; namely, (1) our spelling material, or word lists, may be at fault, and (2) our methods of teaching these lists may be bad. But when we note the different methods that have been used in teaching spelling in the last few years, and apparently with no great difference in ultimate success, it would seem that it is time for us to investigate our spelling material. Are the spelling lists which we are giving our students good or bad? Are these lists made up of words which children actually use, grade for grade, in their own free written speech? Or are they full of words which are as far beyond these children as our reading and arithmetic materials once were? It is this significant question that prompted the author of this book to conduct an eight years' research in the field of spelling material. Since this spelling book is based on the results of that \*research, a brief description of the same is here given.

### "Research."

One thousand fifty (1050) grade students, approximately one hundred fifty (150) students per grade above the first, were

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\*A bulletin setting forth this research in full detail may be obtained for 10c by addressing the Secretary of the Faculty, State University, Vermillion, South Dakota.

asked to write daily themes on topics of interest to children. This theme writing was continued, with widely varying topics, and all words carefully listed as they came in, until each student's writing vocabulary was approximately exhausted. The number of themes per student ranged from 56 to 105, the students in the higher grades usually requiring both more and longer themes in order to drain their word wells. The total number of themes examined was a little over 75,000, and the themes averaged a little less than 190 words. The total number of words recorded from all themes, counting each word as many times as it appeared, was approximately 15,000,000.

These word lists reveal the following facts of extreme importance in the teaching of spelling:

1. While there were 15,000,000 words used by the 1050 students in writing 75,000 themes of about 190 words each, only 4500 different words in all were used.

2. Nearly all of these words were repeated many times, and practically all of them were misspelled by some one or more students.

3. The total number of different words in the writing vocabularies, grade by grade, and the average number per student, are as follows:

Grade	Total number of different words used in the grade	Average number per student
2	1927	521
3	2396	908
4	2838	1235
5	3270	1489
6	3695	1710
7	4114	1926
8	4532	2135

4. No student misspelled as many as 100 different words, and the average number misspelled was forty-eight (48).

The forty-five hundred different words used, grade by grade, are found arranged in the graded spelling lessons that follow. There were 524 of the second grade words which were used by

fifty (50) per cent of all the second grade children, 655 additional words were used by forty (40) per cent of the third grade, 754 more by thirty (30) per cent of the fourth grade, 769 more by twenty (20) per cent of the fifth grade, 750 more by ten (10) per cent of the sixth grade, 578 more by six (6) per cent of the seventh grade, and 502 more by two (2) per cent of the eighth grade. (No word was recorded unless used by at least two per cent (3 out of 150) of the students of some grade. It is the foregoing distribution of words (524 for the second grade, 665 for the third grade, etc.) that is used in this spelling book.

The most astonishing thing about these grade lists is the fact that over 1900 of the forty-five hundred words were used by the second grade children. When, however, we note that the second grade students averaged only 521 different words, it becomes at once evident that it is not desirable (neither is it possible) to teach second grade students to spell all of these words.

If now any teacher would like to discover some of the vital weaknesses of our spelling teaching, let her compare these lists of words which children actually use in their own free written speech with the lists given in our most popular spelling books. A few of the facts to be noted in this comparison are as follows:

1. Spelling books commonly contain 15,000 words; that is, more than three times as many words as are used by 1050 grade students together.

2. Since by far the greater number of words commonly found in spelling books is not found in the writing vocabularies of children, we have been liberally wasting time in our school by having children study thousands of words which they do not use, while we are not succeeding in teaching them to spell the 4500 words which they do use.

3. Many of the words which children commonly misspell are not found in the popular spelling books.

4. In studying the usual spelling book no child knows the words which he uses from the thousands which he does not use; and since he spends most of his time on the unfamiliar words, his study is not well directed and economic, to say the least.

## **SUGGESTIONS ON THE TEACHING OF THE SPELLING LISTS FOUND IN THIS BOOK.**

### **The dominant aim of the spelling lesson.**

The primary aim in the spelling exercise today is not testing, but teaching; not finding spelling errors, but preventing them. We are no longer to teach children "desk made" lists of words which even few adults ever use, or which we guess they will use; but we should teach them to spell the words, grade by grade, which they actually use. We are therefore to center our efforts on the prevention of misspelling of useful words. We have so few words to teach now that the teacher may wonder what she is to do with the spelling period, hence a few suggestions on methods of teaching spelling are here in place.

### **Factors of spelling teaching.**

There are three factors to be taken into consideration in teaching the child to spell any word: namely, (1) the meaning, (2) the pronunciation, and (3) the spelling. Tests which have been made show that it is never safe to take any one of these three factors for granted. If a child does not know the meaning of a word, then he cannot use it and he has no need of spelling it. If he mispronounces it, he is likely to misspell it. It thus appears that both meaning and pronunciation enter into the spelling task.

### **Handling the spelling lesson.**

There are very few words in the following lessons whose meaning and pronunciation are not familiar to most of the students in the grade to which they are assigned. There are some words there with which some children are not familiar. Then, too, an isolated word may have no meaning, or it may have many meanings. The teacher therefore should not assign any lesson for study until she has gone over the list of words

with the class and has had the children use the words orally in sentences, so as to fix the meaning and pronunciation. The child may then attack the spelling task safely, and the teacher may test him during the following class period to see if he can use the words, correctly spelled, in expressing his own thoughts in writing. It is conceded that some work in oral spelling may be well in place, but it is not conceded that oral spelling should be the main spelling test. Experiments show that students are often able to spell words correctly, especially orally, when the attention is centered on the spelling of the isolated words, and yet the same words may be freely misspelled when the attention is on the thought to be embodied in the sentence. Whether the student is an optile (eye-minded) or an audile (ear-minded) or a motile (motor-minded) or any of the other ideational types, the ultimate spelling test is his ability to write the word in expressing his own thought. This, then must be made the final test.

The teacher of spelling will then need the usual fifteen or twenty minute class period (1) for testing the ability to spell the words (assigned the previous lesson) in free written speech, (2) for making sure of the meaning and the pronunciation of the words to be assigned for the following lesson, and (3) for dealing with any special difficulties that may arise in learning to spell any word. The old twenty-words-a-day lesson is to disappear, for the two reasons that (1) we no longer have words enough to last a year if given in such overdoses, and (2) we cannot handle so many words in efficient spelling teaching.

#### Teaching Homonyms.

It should be further noted that troublesome homonyms (deer, dear; waste, waist) do not usually appear in the child's writing vocabulary at the same time. Often they appear years apart. Experiments in teaching homonyms have been made by the department of education in the University of South Dakota, which show that homonyms should not be brought together until the second one of the pair appears in the child's vocabulary. This often gives time to fix the meaning and the spelling of the first member of the pair before the second one appears. In such

cases the homonyms give relatively little trouble. If the homonyms do appear together in any grade vocabulary, then they must be taught together, and this may best be done by using the words freely in sentences, thus fixing the spelling along with the meaning.

#### Individual misspelled lists.

However careful a teacher may be in teaching spelling, she will find students misspelling words here and there in their written work. Such words present a very definite task, and spaces for private lists of all misspelled words are prepared at the end of each year's work in this book. In these spaces the student should carefully record (correctly spelled) each and every word which he misspells during the year. Two classes of errors will be found in these lists, namely, cognitive errors (errors in knowing) and motor errors (errors in doing). Such mistakes as the writing of "you" for "your," and "the" for "that," are motor errors. The student thinks one word and then trusts to his motor habits to write it, and a more familiar habit slips in. Such errors are to be noted carefully and merely watched for in writing, whereas cognitive errors are to be corrected by learning to spell the words. Cognitive errors are more common in the lower grades, and motor errors in the upper grades.

#### The reading lesson not a spelling lesson.

A suggestion on the rather common practice of teaching the child to spell all words of the reading lesson may be well in place. Any literate individual is master of many words through his eyes and ears, which he never uses in his own free written speech. The writing vocabulary is the last vocabulary which a child starts to learn, and it lags behind the eye and ear vocabularies, perhaps for years. Compare the words of a reader in any grade with the spelling vocabulary of that grade and it is soon discovered that it is futile to try to teach the child to spell all the words of his reading lesson.

#### DICTATION.

In the day of the 15,000 word spelling book, dictation by the teacher was a clear necessity in order to handle the thousands of

words unfamiliar to the students. When a child is forced to spell such words as epicure, coiffure, lassitude, fraternize, infatuate, irascible, equanimity, and so on, one can easily see the need for dictation either by the teacher or by the spelling book in order to give at least some intimation of the use of words not only beyond childhood but beyond anything like the language of sociable adults. But with spelling lists of words familiar to children, grade by grade, we need no dictation for such artificial purposes. *The dominant purpose of the modern spelling lesson is to teach the child to spell, grade by grade, the words which he is about to use in his own free written speech.*

While it may be conceded that we know the lists of words which children commonly use, it is far from assured that we know *how they use them*. In an investigation of the methods of teaching spelling recently carried on in the University of S. Dakota it was found that when the teacher assumes to know the sense in which any given child uses words (this the teacher must assume in her own dictation exercises), she is making a dangerous assumption. Note the following

#### Experiment in Dictation.

A skilled fourth grade teacher was asked to choose one of her best known pupils and then see how well she could predict the pupil's use of words by writing three sentences using three given words in the sense in which she thought the pupil would use them. The given words were

belt  
separated  
rocks

The teacher chose a boy whom she had known "all his life", and who had been in her own classes for nearly a year. This boy was a farm child, and incidentally he wore a new gray suit with a belt on the blouse. After thinking over the child's experience carefully the teacher wrote the following sentences indicating the sense in which she thought he would use the three words.

1. My new suit has a belt.
2. Papa separated the cattle from the horses.



3. I stood on the rocks and fished.

The boy, who was unaware of what the teacher had written, was then called and asked to write three sentences according to directions. His three sentences follow :

1. John ran into me and I gave him a belt.
2. Papa separated the cream before I got up this morning.
3. Mama rocks in her new chair.

The boy was then shown the teacher's sentences and asked to tell what each meant to him. To the teacher's astonishment the boy could not get the teacher's meaning in a single instance. In spite of the fact that his new gray suit had a belt the boy was surprised to learn that his teacher called it a "belt," for he knew it only as a "band." When he read the second sentence he asked the teacher if the "man put the cattle and horses in a separator," and he actually knew no other meaning for the word "separated." The third sentence meant nothing to the boy for there were no rocks along his fishing stream on the prairie; yet when the teacher explained that a rock is a "big stone" the boy remembered that he had seen big stones in the Black Hills and had heard them called rocks.

Let any teacher try this experiment for herself with a group of child words and she will soon discover what has been going on in our spelling work under the name of dictation. The fact is, dictation by the teacher is very likely to be misleading to the child, for the reason that his limited experience with words may have missed the meaning most familiar to the teacher. Indeed we seem to need to learn for spelling what we have already learned for arithmetic, reading, and other subjects; namely, *the child is not a little adult, and the only safe plan is to keep within the child's own experience.*

In The Jones Spelling Book we have attempted to offer to the child his own word lists, grade by grade; and the teacher should teach him to spell these words in expressing his own

thought. In other words, *the child should do his own dictation*. Give the child a few of these familiar words and ask him to use them in sentences and the teacher will readily find (1) that children actually use these words freely, and (2) that they have their own uses for them.

W. F. J.

Vermilion, S. Dak.,  
Aug. 1, 1915.

**ILLUSTRATIVE LESSON**

(First lesson from the spelling book)

The teacher writes three words on the board;  
say,

ice  
box  
where

She then says, "I will tell you something, using the word 'ice' ", and she writes on the board,

"Ice is cold".

Then she says, "I can use the word 'box' in telling you something", and she gives orally the sentence:

"I keep my pencil in a box".

Once more the teacher leads, "I can tell you something, using the word 'where' "; and she writes the sentence:

"I know where my pencil is".

The foregoing procedure fixes (1) meaning, and (2) pronunciation, and the teacher next

erases all and asks, "I wonder who can spell the three words. They spell orally first, then each child writes the three words. (No sentence writing yet, since it would mean the misspelling of so many unstudied words in the sentences).

The above introduction having been made, the teacher has the class turn to the first lesson in the spelling book. The given words are:

dog  
bark  
barked

The teacher asks, "Who can tell me something, using the first word (dog)?" A child responds and gives a sentence, say:

"My dog plays ball with me".

A second child responds:

"My dog caught a big rat".

The second word is offered, and a child responds:

"I heard a dog bark just now".

Another child volunteers:

"It scares me when I hear a dog bark".

The third word is offered, with the following responses:

"A little dog ran out and barked at me this noon".

"Our dog barked at a tramp".

"Some dog barked all night last night".

The meaning and pronunciation having been fixed, the teacher turns to the oral spelling of the three words, giving special attention to the dangerous word "barked". After a few trials on the oral spelling, the teacher assigns the three words for the spelling lesson for the next day. Each child is tested on the ability *to write the words with correct spelling* at the beginning of the following lesson; then the next lesson is taken up in the same way as in the foregoing lesson. Sentence writing is best postponed for some time in order to avoid writing words that the children do not yet know how to spell.

# *The Jones' Spelling Book*

## SECOND YEAR

The teacher should not assume to begin these lessons until she has carefully read the "Suggestions on the Teaching of Spelling", pages 6-11.

The sentences given in the lessons that follow are merely illustrative child thoughts, and they are in no case meant to take the place of the child's own dictation exercises as shown in the illustrative lesson on pages 11, 12 and 13.

### LESSON 1

dog	I like to play with my dog.
bark	I like to hear my dog bark.
barked	My dog barked at a cat.

### 2

we	We all saw the man and the bear.
doll	Papa bought me a new doll.
can	I can play with my new doll.

### 3

am	I am seven years old.
are	You are eight years old.
ball	I like to play ball.

Write all words misspelled during the year in the private list of misspelled words, on page 39.

## 4

boy	A little boy gave me an apple.
cup	I drink water out of my cup.
cry	I cry when I am hurt.

## 5

bee	I caught a bee and it stung me.
rat	Papa caught a rat in a trap.
cow	Our cow eats grass.

## 6

of	I lost half of my marbles.
him	Tom fell down and we laughed at him.
she	Mama said she would make a cake.

## 7

old	Grandpa is getting old.
hill	I went up on top of the hill.
fall	I let the dish fall and it broke.

## 8

his	John lost his hat.
her	Mary hurt her hand.
my	I lost my pencil.

**2nd Year****9**

me	Frank gaye me his ball.
men	I saw two men cutting grass.
man	Papa is a man.

**10**

do	I do whatever papa does.
does	
doing	I was doing the best I could.
done	I got my work done.

**11**

go	I like to go riding.
goes	Uncle Will goes to town every day.
going	Mary said she was going to beat me.
gone	I went after Amy but she was gone.

**12**

nut	I gave the squirrel a nut.
big	A big dog barked at me.
egg	My hen hatched every egg but one.
nest	I know where there is a robin's nest.

**13**

hat	I lost my hat last night.
top	I broke my new top.
duck	I saw a duck in the pond.
there	There was no one at home.



## 14

fun	It is fun to swim.
bug	A bug flew into my eye.
dirt	The men hauled dirt into our yard.
dirty	Some times my hands are dirty.

## 15

get	I get up at six o'clock.
leg	I can hop on one leg.
let	Papa let the chickens out.
and	I like to eat bread and butter.

## 16

to	
an	An old man came to our house, and
the	the rain had made his feet wet.
wet	

## 17

day	One day I went up to town to buy
buy	me a drum.
cut	I cut my apple in two.
apple	

## 18

fly	I caught a fly and he had six legs.
had	
sled	I traded my old sled for a book.
book	

**2nd Year****19**

dig	Papa started out to dig some pota-
dug	toes and he dug up some mice.
red	The sky was red last night.
sky	

**20**

for	I forgot what I went home for.
got	Mama got me a new hat.
tear	I tried to tear off my ribbon and I
tore	tore my dress.

**21**

hit	I can hit a nail every time.
but	
bed	I went home and went to bed, but I
home	couldn't go to sleep.

**22**

ride	I like to ride my pony, and I rode
rode	him six miles yesterday.
have	I have to be careful not to fall off
riding	when I am riding him.

**23**

all	I can tell you all something.
tell	
told	Aunt Mary told mama she didn't
like	like papa.

## 24

feel	I can feel my new tooth, and I felt
felt	it when it first came in.
bell	I touched the bell when I was feel-
feeling	ing for my book.

## 25

arm	My arm touched the pan.
pan	
foot	Willie hurt his foot on a nail.
feet	My feet are as big as mama's.

## 26

papa	Papa and mama can't play our new
mama	game as well as I can.
*can't	
game	

## 27

look	Charlie can't look at the sun.
come	Papa will come for me tonight.
came	He came for me last night.
coming	He is coming pretty soon.

## 28

play	I like to play bean bag.
played	I played with Sarah yesterday.
playing	I was playing with my doll.

---

\*The teacher should call attention to the apostrophe and tell its meaning.

## 29

## 2nd Year

us	Our teacher is kind to us.
out	I went out to the farm.
from	I came from home this morning.

## 30

bit	Mary bit her tongue.
mud	I got mud on my shoes.
bite	A dog tried to bite me.

## 31

## REVIEW LESSON

cry	barked	there
cow	doing	dirty
her	goes	going
does	egg	riding
done	gone	feeling
buy	tear	can't
feet	played	coming

TO THE TEACHER.—The above is a dangerous list of words, hence needs attention. *The most dangerous list for any given child is his own misspelled list. This should be written carefully in the private list of misspelled words at the end of the year's work and carefully reviewed from time to time. It is a waste of energy to review words which the child never misspells.*

## 2nd Year

TO THE TEACHER.—The student may give his own sentences, orally, using the following words. Better not attempt sentence writing as yet.

## 32

up  
try  
tree  
muddy

## 33

if  
fish  
most  
name

## 34

door  
corn  
moon  
house

## 35

put  
rose  
rope  
rides

## 36

say  
says  
said

## 37

roll  
hide  
rolled

## 38

hid  
run  
ran  
running

## 39

bad  
good  
that  
don't

**2nd Year****40**

face  
eye  
eyes  
been

**41**

make  
made  
burn  
burned

**42**

did  
didn't  
fix  
fixed

**43**

ice  
cold  
best  
they

**44**

eat  
ate  
head  
hand

**45**

boat  
river  
rock  
clean

**46**

dry  
held  
milk  
white

**47**

fell  
falling  
fence  
ready

48

was  
were  
\*their (there)

49

read  
reading  
\*read (red)

50

what  
when  
break  
broke

51

skate  
skates  
skated  
skating

52

hold  
went  
bring  
brought

53

baby  
blue  
dress  
Christmas

54

hear  
heard  
work  
word

55

first  
worm  
count  
counted

---

\*The word in parenthesis has already been given, and the two homonyms are now to be compared.

**2nd Year****56**

cobs  
cook  
cooked  
cooking

**57**

mean  
round  
cried  
snow

**58**

sun  
tame  
wild  
store

**59**

drop  
dropped  
dropping  
Santa Claus

**60**

drive  
driving  
drives  
drove

**61**

give  
gave  
drink  
drinking

**62**

toe  
toes  
gate  
garter

**63**

take  
took  
tooth  
teeth



**64**

them  
letter  
with  
black

**65**

scare  
scared  
tie  
tied

**66**

cap  
drum  
ruler  
rubber

**67**

one  
our  
late  
lazy

**68**

same  
new  
next  
much

**69**

chair  
catch  
caught  
\*two (to)

---

\*The word in parenthesis has already been studied, and the two homonyms are now to be compared.

2nd Year

70

## REVIEW LESSON

door	moon
says	said
don't	rolled
eyes	running
they	burned
didn't	boat
eat	clean
ate	fence
head	their
blue	break
heard	brought
mean	Christmas
driving	dropped
toes	Santa Claus
tied	catch
two	caught
chair	tooth
one	our

71

Review your misspelled list  
(See page 39.)

**72**

see  
saw  
coat  
sent

**73**

afraid  
wash  
washed  
washing

**74**

you  
your  
water  
recess

**75**

flood  
bird  
kitten  
brought

**76**

on  
only  
box  
boxes

**77**

stove  
older  
comb  
combed

**78**

stop  
stopped  
story  
stories

**79**

pony  
nice  
grow  
puppy

**2nd Year****80**

find  
cake  
river  
candy

**81**

ask  
asked  
follow  
followed

**82**

ear  
buzz  
grass  
grasshopper

**83**

any  
Sunday  
grandpa  
grandma

**84**

easy  
wind  
spend  
spent

**85**

blow  
know  
knew (new)  
knife

**86**

wake  
waked  
forget  
forgot

**87**

sister  
father  
mother  
brother

**88**

sugar  
mouse  
school  
teacher

**89**

keep  
kept  
aunt  
uncle

**90**

hurt  
away  
fight  
fighting

**91**

kill  
killed  
finger  
found

**92**

hard  
want  
wanted  
wagon

**93**

wait  
waited  
hungry  
summer

**94**

fed  
feed  
sting  
stung

**95**

warm  
sweet  
cooky  
cookies

**2nd Year****96**

wish  
wished  
swing  
swinging

**97**

call  
called  
every  
Indian

**98**

inch  
inches  
bonfire  
because

**99**

little  
winter  
window  
morning

**100**

who  
whose  
nose  
dinner

**101**

will  
dark  
sand  
where

**102**

half  
whip  
whipped  
whipping

**103**

wore  
worse  
worst  
awake

**104**

steal  
stole  
after  
train

**105**

think  
thought  
spoil  
spoiled

**106**

study  
studies  
studied  
studying

**107**

never  
swear  
swore  
nasty

**108**

poor  
shut  
stick  
sticky

**109**

under  
string  
asleep  
always

**110**

ago  
robin  
pencil  
wigwam

**111**

throw  
threw  
bread  
smoke

**2nd Year****112****REVIEW LESSON**

coat	washed
only	combed
nice	stopped
asked	Sunday
ear	easy
any	know
sugar	knew
aunt	knife
uncle	waked
fight	finger
wagon	cookies
wait	called
inches	Indian
who	because
where	whose
half	whipped
steal	spoiled
swear	studying
pencil	always
bread	threw

**113**

Review misspelled list, page 39.



TO THE TEACHER.—It is well at this time to begin testing the child's ability to spell the words by writing them in sentences of his own construction. This refers to testing after the assignment has been prepared. The child-dictation should continue before the assignment.

You may write \*sentences, using each of the following words:

114

push  
pushed  
pump  
pumped

Illustrative child sentences.

1. Marie tried to push me off the walk.
2. I pushed Marie off.
3. I like to pump the water.
4. I pumped a whole pail full of water.

---

\*The teacher should explain this word before assigning the lesson.

**2nd Year****115**

till  
lose  
lost  
be (bee)

**116**

leaf  
leaves  
built  
build

**117**

today  
tonight  
tomorrow  
maybe

**118**

lie  
lies  
lip  
long

**119**

quail  
touch  
touched  
flower

**120**

laid  
seed  
dead  
lame

**121**

paper  
afraid  
digging  
where

**122**

shoe  
shoes  
week  
weeds

**123**

pail  
mine  
meet  
looked

**124**

lay  
then  
wear  
ground

**125**

girl  
hand  
won't  
woman

**126**

than  
table  
mouth  
town

**127**

way  
would  
wouldn't  
marbles

**128**

sick  
sour  
down  
drunk

**129**

put  
tail  
sore  
tired

**130**

thumb  
sharp  
sharpen  
by (buy)

**2nd Year****131**

glad  
time  
piece  
pieces

**132**

shoot  
sleep  
sleepy  
Easter

**133**

sit  
show  
right  
pocket

**134**

tried  
trying  
could  
couldn't

**135**

pay  
gum  
yesterday  
Saturday

**136**

tin  
cover  
covered  
stockings

**137**

write  
wrote  
writing  
road (rode)

**138**

calf  
bonnet  
heavy  
stone

## 139

crawl  
crawling  
crawled  
have to

## 140

cent  
paid  
both  
quit

## 141

more  
carry  
carried  
squirrel

## 142

God  
fast  
every  
button

## 143

skirt  
paint  
painted  
painting

## 144

rather  
wade  
waded  
wading

## 2nd Year

### PRIVATE LIST OF MISSPELLED WORDS

In these spaces the child should write all the words he has misspelled during the year. *Be careful to omit no words misspelled, since this list should be the best review list that could possibly be assigned.* It is a waste of time to review words that a child never misspells.

[illegible]

## SECOND YEAR REVIEW LIST

afraid	don't	pail	tired
all right	ear	paint	toe
always	easy	piece	toes
asked	fence	rain	tonight
asleep	gate	rather	tooth
aunt	girl	read (red)	tore
because	goes	ready	touch
blood	half	reading	town
blue	have	ribbon	train
boat	have to	right	tried
bought	head	road (rode)	trying
bread	hear	said	two (to)
break	heard	Saturday	uncle
brought	heavy	says	wait
build	her	shoe	waited
built	knife	shoes	water
button	know	sore	wear
buy (by)	laid	some	weeds
can't	leaf	steal	week
caught	leaves	sugar	were
chair	lie	sweet	which
Christmas	lose	swear	who
clean	looked	tail	whose
coat	may be	tear	window
comb	mean	teeth	with
combed	meet	there	wished
could	mine	their	woman
dead	much	thought	word
didn't	one	threw	wouldn't
does	only	thumb	wrong
dropped	paid	tied	

---

TO THE TEACHER.—This list of words may well be used in a spelling match. The written spelling match should be preferred.

## THIRD YEAR

## 1

Review your list of misspelled words of last year, page 39.

## 2

Write sentences with each of the following words:

there  
their

read (red)  
red

two  
to

be  
bee

## 3

Write sentences with each of the following words:

road  
rode

by  
buy

new  
knew

may be  
have to



**3rd Year**

TO THE TEACHER.—Continue the child-dictation before each assignment, in order to fix meaning and pronunciation. Test the ability to spell words in sentences of the child's own construction.

**4**

air  
far  
owl  
star

**5**

five  
flag  
frog  
chain

**6**

gun  
hay  
hen  
lion

**7**

met  
deep  
broom  
clock

**8**

end  
colt  
bear  
block

**9**

led  
mad  
bull  
no (know)

**10**

gold  
coal  
class  
cheek

**11**

off  
bur  
cage  
isn't

**3rd Year****12**

bet  
fist  
page  
band

**13**

sat  
field  
even  
blade

**14**

cost  
brick  
lamb  
blame

**15**

its  
dear  
dare  
splints

**16**

alone  
change  
changes  
changed

**17**

bent  
bend  
dust  
dusty

**18**

goat  
begin  
began  
begun

**19**

now  
sew  
sewed  
sewing

**20**

load  
kind  
other  
meat (meet)

**21**

beat  
loud  
bump  
board

**22**

last  
shed  
sheep  
night

**23**

skin  
noon  
strap  
butterfly

**24**

soon  
learn  
learned  
learning

**25**

noise  
noisy  
lead  
leading

**26**

hunt  
hunted  
hunting  
Monday

**27**

wall  
walk  
walked  
walking

**3rd Year****28**

side  
slid  
slide  
sidewalk

**29**

hoof  
snake  
reader  
football

**30**

pint  
sink  
sunk  
place

**31**

send  
over  
alive  
first

**32****REVIEW LESSON**

air	noon	other
owl	hoof	meat
bear	sink	meet
coal	over	board
off	first	learn
dear	chain	noise
sewed	clock	leading
load	isn't	Monday
beat	field	walk
loud	lamb	sidewalk
night	changes	

**33**

Review your list of misspelled words  
for the year, on page 63.

## 34

faster  
fastest  
hatch  
hatched

## 35

shade  
shook  
fasten  
fastened

## 36

giant  
matter  
plant  
planted

## 37

pond  
hang  
hung  
poison

## 38

crow  
crowed  
crowing  
nothing

## 39

puddle  
lightning  
Thursday  
wood (would)

## 40

stand  
stood  
plum  
pigeon

## 41

jail  
jerk  
jerked  
empty

**3rd Year****42**

guess  
guessed  
scold  
scolded

**43**

patch  
tricks  
middle  
caterpillar

**44**

yard  
stork  
straw  
wheel

**45**

need  
needed  
shot  
shooting

**46**

left  
still  
nose  
leave

**47**

night  
claim  
claimed  
everybody

**48**

east  
west  
north  
south

**49**

spill  
spilled  
hate  
hated

50

fill  
filled  
poorer  
poorest

51

salt  
salty  
grew  
drank

52

knee  
knees  
bottle  
feather

53

pull  
pulled  
pulling  
leather

54

this  
wipe  
wiped  
whole

55

likes  
having  
fished  
fishing

56

stem  
corner  
finish  
finished

57

move  
circus  
moved  
moving

**3rd Year****58**

jump  
jumped  
jumping  
enough

**59**

nail  
nailed  
miss  
missed

**60**

last  
point  
pointed  
pointing

**61**

mix  
mixed  
growl  
growled

**62**

garden  
mittens  
scratch  
scratched

**63**

ink  
clerk  
thorn  
whenever

**64**

yes  
tongue  
sitting  
showed

**65**

sweep  
swept  
sweeping  
vacation



**66**

talk  
talking  
talked  
quick

**67**

flake  
heart  
supper  
breakfast

**68**

fixing  
help  
helped  
helping

**69**

gnaw  
gnawed  
gnawing  
engine

**70**

limb  
wide  
wider  
limp

**71**

prove  
proved  
worked  
working

**72**

yet  
wrap  
wrapped  
wraps

**73**

suit  
suited  
slept  
stories

**3rd Year****74**

wart  
sure  
knot  
crooked

**75**

listen  
listened  
listening  
bottom

**76**

offer  
offered  
elbow  
glass

**77**

why  
oats  
numb  
pushing

**78**

tardy  
warm  
warmed  
warming

**79**

steer  
steered  
steering  
grapes

**80**

slip  
slipped  
slippery  
better

**81**

fetch  
high  
higher  
highest

## 82

just  
turn  
turned  
turning

## 83

wait  
waited  
waiting  
nobody

## 84

## REVIEW LESSON

hatched  
crowed  
Thursday  
pigeon  
jerked  
jail  
patch  
wheel  
leave  
east  
knees  
circus  
enough  
scratch  
clerk  
quick  
helped  
gnawed  
limb  
suit  
knot  
oats  
sure

fastened  
poison  
lightning  
empty  
guessed  
tricks  
caterpillar  
claimed  
feather  
leather  
wiped  
having  
nailed  
growled  
tongue  
sweeping  
talking  
breakfast  
wrapped  
listened  
crooked  
numb  
waited

**3rd Year****85**

stay  
stayed  
snowed  
snowing

**86**

tag  
start  
below  
unless

**87**

tip  
tipped  
longer  
longest

**88**

melt  
melted  
melting  
spider

**89**

upset  
sweat  
sweater  
overcoat  
overshoes

**90**

frost  
froze  
farther  
farthest  
December

**91**

very  
coast  
coasting  
climb  
climbed

**92**

fair  
fairy  
fairies  
gallon  
fairground

**93**

step  
stepped  
laugh  
laughed  
laughing

**95**

needle  
needles  
tickle  
tickled  
further

**97**

sack  
dried  
hurry  
hurried  
instead

**99**

short  
stinks  
pound  
pounded  
pounding

**94**

trade  
traded  
hammer  
coax  
coaxed

**96**

chase  
chased  
chasing  
easier  
fudge

**98**

grease  
greasy  
nearly  
pinch  
pinched

**100**

blood  
bloody  
\*o'clock  
bigger  
biggest

---

\*The teacher should call attention to this apostrophe and tell what it means, before the assignment is made.

**3rd Year****101'**

three  
toward  
straight  
straighten  
straightened

**102**

neck  
sense (cents)  
chew  
chewed  
chewing

**103**

ever  
rusty  
sawed  
rooster  
scholars

**104**

heel  
until  
quart  
bother  
bothered

**105**

sell  
sold  
starve  
starved  
starving

**106**

worth  
wound  
handle  
excuse  
excused

**107**

ring  
rang  
ringing  
remember  
remembered

**108**

beg  
begged  
begging  
before  
behind

## 109

## REVIEW LESSON

stayed	December
snowed	fairies
below	coasting
tipped	gallon
sweat	fairground
very	stepped
coaxed	laughed
needle	hurried
tickle	instead
sack	chased
dried	easier
fudge	nearly
grease	pinched
blood	o'clock
toward	straightened
sense	rooster
cents	starved
chewed	wound
heel	handle
quart	excused
before	begged

## 110

Review your list of misspelled words for the year, page 63.

**3rd Year****111**

soap  
better  
neither  
kitchen  
birthday

**112**

thing  
tearing  
whistle  
whistled  
whistling

**113**

taste  
tasted  
pretty  
prettier  
prettiest

**114**

eating  
church  
smoking  
cigarette  
cigarettes

**115**

rest  
ribbon  
small  
smaller  
smallest

**116**

once  
ought  
orange  
oranges  
overalls

**117**

open  
opened  
cousin  
country  
chickens

**118**

spell  
spelled  
spelling  
purpose  
sleigh



**119**

peel  
peeled  
peeling  
barrel  
sound

**120**

bled  
bleed  
wrist  
cattle  
belong

**121**

through (threw)  
thirsty  
middle  
mountains

**122**

year  
front  
spoon  
throwing

**123**

tight  
tighter  
stretch  
stretched

**124**

again  
whisper  
whispered  
whispering

**125**

add  
cream  
butter  
ashamed  
anything

**126**

peck  
some  
speak  
scissors  
peanuts

## 3rd Year

## 127

room  
taking  
sometime  
somebody  
something

## 128

fool  
fooled  
fooling  
houses  
Wednesday

## 129

rag  
ragged  
horn  
making  
railroad

## 130

live  
lives  
cart  
buckle  
buckled

## 131

pat  
patted  
draw  
answer  
answered

## 132

full  
lock  
locked  
meant  
hundred

## 133

die  
died  
hook  
dizzy  
following

## 134

tire  
dollar  
twist  
twisted  
whether

**135**

slow  
buggy  
doctor  
domino  
dominoes

**136**

race  
stable  
scatter  
spot  
spotted

**137**

cute  
oldest  
shiver  
dandy  
smooth

**138**

tease  
watch  
watched  
watching  
automobile

**139**

hail  
hailed  
hailing  
eating  
bubble

**140**

ship  
fourth  
painted  
drown  
drowned

**141**

ripe  
rained  
raining  
rainbow  
bantam

**142**

peas  
pick  
picked  
hawk  
hammocks

**3rd Year****143**

dull  
iron  
itch  
itches  
mice

**144**

mark  
marked  
marking  
milked  
milking

**145**

fork  
while  
ankle  
shoulder  
careful

**146**

lucky  
howl  
howled  
calling  
called

**147**

part  
sorry  
pants  
paste  
pasted

**148**

floor  
hello  
drag  
dragged  
dragging

**149**

funny  
funniest  
dream  
dreamed  
dreaming

**150**

tries  
street  
thread  
though  
Tuesday

**151**

above  
spring  
bucket  
doesn't  
good-by

**153**

shop  
creek  
spade  
engine  
picture

**155**

twice  
burst  
swim  
swam  
swimming

**152**

about  
tramp  
basket  
against  
another

**154**

flies  
flew  
flock  
flying  
Friday

**156**

suck  
sucked  
sucking  
cherry  
cherries

**157**

slap  
slapped  
slim  
bobwhite  
strawberry  
strawberries

### 3rd Year

## PRIVATE LIST OF MISSPELLED WORDS

**Write in these spaces all words misspelled during the year.**

[illegible]

## THIRD YEAR REVIEW LIST

again	dear	hail	meat
against	die	hatch	mice
air	died	having	mountain
ankle	doctor	hawk	nail
answer	doesn't	heart	nearly
answered	dollar	high	need
August	dominoes	hoop	needle
automobile	dragged	howl	neither
bear	dream	instead	night
beat	drown	iron	no (know)
begging	drowned	isn't	noise
birthday	easier	inch	numb
board	eating	jail	oats
breakfast	elbow	jerk	o'clock
buckle	enough	just	once
burst	fair	kitchen	ought
careful	fasten	knee	owl
caterpillar	feather	knees	painted
chain	field	knot	pants
chewed	flew	lamb	paste
cigarette	flies	laugh	patch
circus	floor	lead	peas
climb	flying	learn	peel
climbed	fourth	leather	pick
coast	fudge	leave	picture
coal	gnaw	lightning	pigeon
coax	goat	limb	poison
county	grease	listen	race
cousin	grew	load	ragged
creek	grown	lock	railroad
cream	guess	meant	straight

## THIRD YEAR REVIEW LIST

scissors	stretch	tickle
scratch	suit	tight
sense (cents)	sweat	tongue
sew	sweater	toward
shoulder	sweep	Tuesday
sleigh	swimming	violet
slipped	taking	wait
slippery	talk	walk
smooth	taste	Wednesday
smoking	tearing	wheel
soap	tease	whistle
some	thirsty	whole
stayed	though	wrap
steer	thread	wrist
stepped	through (threw)	year

---

TO THE TEACHER.—This list of words is suitable for a spelling match.



## FOURTH YEAR

## 1

Review your list of misspelled words  
for last year, page 63.

## 2

Write sentences with each of the following  
words:

no  
know

meat  
meet

wood  
would

## 3

Write sentences of the following:

sense  
cents

isn't  
doesn't  
o'clock

through  
threw

**4th Year**

TO THE TEACHER.—No spelling lesson should be assigned until the meaning and pronunciation are fixed. These ends are to be reached through the child's own dictation (see page 9, under Dictation).

**4**

bill  
care  
ahead  
win  
won (one)

**5**

set  
six  
ten  
pole  
bead

**6**

nor  
belt  
none  
bean  
bitter

**7**

torn  
boot  
wire  
along  
bare (bear)

**8**

car  
card  
bush  
bushes  
harvest

**9**

bud  
bun  
mole  
mule  
mules

**10**

tea  
teach  
roof  
soak  
soaked

**11**

wax  
vine  
vines  
wasp  
steam

**12**

lent  
cool  
lend  
busy  
moss

**13**

lot  
life  
key  
how  
mile

**14**

toy  
use  
barn  
used  
used to

**15**

neat  
near  
bank  
must  
blind

**16**

oak  
bolt  
bone  
often  
August

**17**

fox  
foxes  
cork  
hood  
foam

4th Year

18

four  
peach  
peaches  
here (hear)

19

risk  
mind  
lunch  
picnic

20

line  
lines  
hire  
hired

21

crumb  
geese  
goose  
many

22

mail  
mane  
fuss  
fussing

23

fort  
brag  
bragged  
bragging

24

keg  
will  
swell  
swelled  
swelling

25

silk  
rob  
robbed  
stack  
stacked

**26**

pear  
raw  
since  
tomato  
tomatoes

**27**

seat  
tacks  
wheat  
spoke  
spokes

**28**

such  
steep  
trip  
tripped  
sum (some)

**29**

sale  
socks  
timber  
shade  
shaded

**30**

lying  
island  
stump  
yellow  
saucer

**31**

thief  
stalk  
wave  
waves  
lead (led)

**32**

thick  
wolf  
wolves  
thank  
thanked

**33**

park  
inside  
outside  
orchard  
pair (pear)

**4th Year****34**

own  
owner  
owned  
banana  
balloon

**35**

knob  
brand  
branded  
branch  
branches

**36**

taffy  
song  
arrow  
absent  
muskmelon

**37**

weigh (way)  
stairs  
stamp  
double  
windmill

**38**

shell  
sheet  
money  
party  
parties

**39**

bead  
melon  
bunch  
bicycle  
cabbage

**40**

crib  
ditch  
damp  
crops  
cutting

**41**

seen  
lake  
kettle  
please  
second

## 42

desk  
path  
frisky  
pasture  
eight (ate)

## 43

tick  
ticking  
sung  
sunny  
shadow

## 44

## REVIEW LESSON

care  
bead  
none  
bean  
tea  
key  
use  
used to  
near  
neat  
oak  
often  
mail  
pear  
since  
seat  
socks  
lying  
island  
saucer  
stalk  
thief

soaked  
wasp  
steam  
busy  
August  
peach  
four  
here  
hear  
picnic  
many  
bragged  
swelled  
robbed  
tomatoes  
tripped  
muskmelon  
weigh  
way  
stairs  
double  
money

4th Year

45

cloud  
cloudy  
cellar  
bushel  
watermelon

46

flax  
float  
floated  
floating  
clover

47

honey  
fodder  
gopher  
around  
fountain

48

husk  
husked  
husking  
juice  
anyway

49

oyster  
painter  
painting  
lemon  
lemonade

50

pop  
popped  
quacks  
potato  
potatoes

51

scar  
wren  
screw  
screen  
pumpkin

52

pie  
pies  
thunder  
thundered  
thundering



53

rug  
roost  
turkey  
turkeys  
umbrella

55

visit  
slick  
bluff  
bluffer  
bluffing

57

stout  
rotten  
pour  
poured  
pouring

59

plus  
plate  
plates  
rolling  
pocketbook

54

rich  
piano  
vowel  
switch  
sweeter

56

rough  
scrape  
scraped  
spank  
spanked

58

snap  
snapped  
rocked  
rocking  
whenever

60

five  
stake  
throat  
slam  
slammed

## 4th Year

61

shine  
shining  
squeal  
squealed  
squealing

62

king  
dove  
cheese  
child  
children

63

each  
early  
green  
chimney  
chimneys

64

jelly  
dray  
Jesus  
dozen  
drawing

65

toast  
quite  
tobacco  
promise  
promised

66

spout  
please  
whinny  
whinnied  
whinnying

67

soup  
sores  
tangle  
tangled  
whiskers

68

trunk  
stoop  
stooped  
stooping  
whatever

**69**

stall  
young  
square  
squirm  
squirmed

**70**

pipe  
rattle  
rattled  
pickle  
pickles

**71**

pink  
slipper  
stir  
stirred  
stirring

**72**

dish  
dishes  
cheat  
cheated  
cheating

**73**

city  
edge  
edges  
chalk  
center

**74**

dying  
grind  
grinding  
easiest  
clothes

**75**

grab  
grabbed  
bounce  
bounced  
bouncing

**76**

crust  
hotel  
behave  
behaved  
cupboard

## 4th Year

77

stool  
track  
divide  
divided  
division

79

upon  
strike  
struck  
trip  
tripping

81

kiss  
kissed  
shirt  
millet  
pancake

83

woke  
whirl  
whirled  
whirling  
together

78

slap  
slapped  
vomit  
vomited  
vomiting

80

stiff  
ponies  
stingy  
pillow  
runaway

82

chop  
dresser  
dressed  
chopped  
chopping

84

towel  
whack  
sneeze  
sneezed  
vaccinated

## 85

## REVIEW LESSON

own	ditch
knob	money
eight	please
ate	cellar
juice	lemonade
oyster	potatoes
screw	pumpkin
pies	thundered
turkeys	poured
switch	throat
rough	squealed
toast	chimneys
soup	tobacco
stirred	tangled
cheat	dying
edges	easiest
center	cupboard
vomit	grabbed
shirt	pillow
towel	together
sneeze	vaccinated

## 86

Review your list of misspelled words for the year, page 96.

## 4th Year

87

light  
lighter  
music  
myself  
naughty

88

women  
studies  
sawing  
yourself  
swearing

89

too (to, two)  
rent  
renter  
rented

90

shoved  
wrestle  
wrestler  
wrestled

91

reach  
reached  
squirt  
squirted

92

depot  
freeze  
freezing  
deer (dear)

93

freight  
honest  
herself  
himself  
dandies

94

gain  
calves  
beauty  
leggings  
neighbor

## 95

fry  
frying  
loaf  
loaves  
nickname

## 96

man  
lump  
different  
difference  
buttermilk

## 97

love  
organ  
dirtier  
dirtiest  
number

## 98

ironed  
ironing  
mock  
mocked  
mocking

## 99

pelt  
pelted  
shiver  
shivered  
shivering

## 100

fever  
coffee  
haul  
hailed  
hauling

## 101

lap  
lapped  
lapping  
month  
hatchet

## 102

cough  
figure  
falling  
counting  
February

## 4th Year

## 103

quilt  
large  
happy  
motion  
combing

## 104

close  
cloak  
heavier  
heaviest  
barbed wire

## 105

cross  
brush  
blister  
blistered  
forenoon

## 106

lick  
licked  
licking  
glove  
gloves

## 107

fine  
bridge  
flour (flower)  
filling  
coward

## 108

muss  
mussed  
pantry  
negro  
negroes

## 109

Mr.  
Mrs.  
Miss  
minute  
minutes

## 110

apron  
broken  
among  
bruise  
bruised



**111**

across  
clown  
breast  
places  
spread

**112**

crazy  
babies  
coach  
coaches  
already

**113**

else  
halter  
cradle  
earlier  
anywhere

**114**

knock  
knocked  
match  
matches  
looking

**115**

lid  
meadow  
knuckle  
knuckles  
loose (lose)

**116**

parlor  
parrot  
paddle  
lantern  
medicine

**117**

pass  
passed  
bowl  
bony  
handkerchief

**118**

farm  
farmer  
friend  
halves  
gristle

## 4th Year

## 119

## REVIEW LESSON

.music	naughty
wrestle	women
reach	swearing
to	freight
two	honest
too	calves
gain	neighbor
loaf	leggings
hauled	different
lapped	ironed
cough	coffee
cloak	hatchet
bridge	February
flour	combing
flower	forenoon
apron	negroes
bruised	minute
breast	already
coach	anywhere
else	knocked
lose	matches
loose	meadow
bowl	knuckles
friend	parlor
halves	lantern
gristle	medicine

**120**

Write sentences with each of the following words:

one	bare	here
won	bear	hear
pair	eight	dear
pear	ate	deer

**121**

Write sentences with each of the following words:

flour	lose	lead (led)
flower	loose	led
	to, two, too	

**122**

Review your list of misspelled words, page 96.

**4th Year****123**

dime  
differ  
chance  
butcher  
between

**124**

nurse  
skinned  
skinning  
jackrabbit  
hour (our)

**125**

color  
collar  
ache  
aches  
aching

**126**

few  
fault  
happen  
happened  
molasses

**127**

lean  
cricket  
bashful  
harness  
harnessed

**128**

fresh  
nickel  
curtain  
crowd  
crowded

## 129

crack  
mush  
bridle  
bright  
mumps

## 130

closet  
bound  
chorus  
borrow  
borrowed

## 131

shove  
raise  
raised  
raising  
present

## 132

march  
getting  
glasses  
marched  
marching

## 133

cigar  
drew  
gravy  
great  
dropping

## 134

jar  
jarred  
carries  
invite  
invited

4th Year

135

churn  
churned  
churning  
papered  
papering

136

shovel  
shoveled  
shoveling  
swallow  
swallowed

137

shorter  
shortest  
shorten  
oatmeal  
peacock

138

fold  
folded  
hooked  
careless  
beginning

139

land  
afternoon  
breath  
breathe  
breathing

140

meal  
ashes  
either  
handful  
crackers

**141**

lied  
might  
knives  
ladder  
language

**142**

fried  
erase  
eraser  
braid  
braided

**143**

Bible  
monkey  
monkeys  
elephant  
minnows

**144**

third  
shawl  
swamp  
thimble  
winding

**145**

slice  
slices  
sandy  
rompers  
question

**146**

pray  
prayer  
prayed  
separate  
separator

**4th Year****147**

porch  
harrow  
harrowed  
harrowing  
gooseberries

**148**

sow (sew)  
sowed (sewed)  
sowing (sewing)  
handkerchief

**149**

hoe  
hoeing  
hoed  
sprout  
sprouted  
hedge

**150**

pet  
petted  
petting  
period  
pinching  
blackberries



**151**

bury  
buried  
awhile  
emptied  
guessing

**152**

boost  
world  
besides  
blowing  
backwards

**153**

boil  
boiler  
boiled  
those  
thousand

**154**

sir  
these  
should  
lumber  
themselves

**155**

notion  
squeeze  
squeezed  
stagger  
staggered

**156**

sap  
parade  
peep  
peeped  
peeping

**4th Year****157**

punch  
slower  
quicker  
shaking  
punched

**158**

rake  
ranch  
prison  
quarter  
prisoner

**159**

post  
roses  
smother  
smothered  
post office

**160**

people  
puppies  
sprinkle  
sprinkled  
sprinkling

**161**

violet  
teeter  
swarm

**162**

shelf  
shelves  
parasol

## 163

mow  
mowed  
mowing  
players

## 165

believe  
believed  
spoonful  
minnows  
quarrel  
quarreling

## 164

pitch  
pitcher  
pitching  
sprouted

## 166

oil  
oiled  
oiling  
pronounce

## FOURTH YEAR REVIEW LIST

ache	cigar	figure	hoe
already	cloak	float	hoeing
among	clothes	flour	honest
banana	coach	flower	honey
bare (bear)	coffee	foam	hooked
bean	collar	fodder	hour (our)
believe	color	forenoon	ironing
bicycle	combing	four	island
bony	cough	fountain	jarred
bowl	crowd	freeze	juice
bragging	cupboard	freezing	keg
braid	curtain	freight	knives
breast	deer (dear)	fried	knob
breath	depot	frying	knock
breathe	difference	gain	knuckle
bridge	different	geese	knuckles
bright	ditch	getting	language
bruise	double	goose	lapped
bury	dozen	gopher	lead (led)
buried	dropping	grabbed	lean
busy	dying	great	leggings
butcher	earliest	gristle	lemon
calves	each	guessing	lick
care	earlier	halves	lied
cellar	edge	handkerchief	
chalk	eight (ate)	happen	light
cheat	either	hatchet	loaf
cheese	emptied	haul	loaves
chimney	fault	hedge	loose (lose)
chimneys	February	here (hear)	looked
chores	fever	hire	lying

---

TO THE TEACHER.—This list of words is suitable for a spelling match.

## FOURTH YEAR REVIEW LIST

mail	owned	puppies	shirt
mane	oyster	quarrel	should
match	painter	question	shoveled
meadow	pair (pear)	quicker	since
meal	papered	quilt	sir
medicine	parade	quite	skinned
might	parasol	raise	slammed
melon	parlor	rattled	slipper
minnows	passed	raw	slices
minutes	pasture	reach	snapped
mock	peach	rich	sneeze
money	peacock	robbed	soak
monkeys	peep	rocked	song
mow	people	rolling	sores
muskmelon	period	rompers	soup
music	piano	roof	sow (sew)
mumps	pie	roost	spokes
mussed (must)		rotten	spread
much	pies	rough	sprinkled
naughty	pickles	rye	square
near	pitch	saucer	squeeze
neat	plates	scar	squeal
negroes	please	screen	squirm
neighbor	ponies	screw	squirt
nickel	popped	separate	stalk
none	porch	separator	stake
oak	potatoes	shaking	stack
oatmeal	pour	shadow	stairs
often	promise	shawl	steam
oil	prayed	sheet	steep
own	pudding	shelves	stingy

## FOURTH YEAR REVIEW LIST

<b>stir</b>	switch	too (to, two)	weigh
<b>stirred</b>	tangled	towel	wheat
<b>stool</b>	teeth	turkey	whirl
<b>stoop</b>	thief	turkeys	wolf
<b>stooped</b>	thimble	umbrella	wolves
<b>stout</b>	throat	use	women
<b>studies</b>	toast	used to	wrestle
<b>such</b>	tobacco	vaccinated	young
<b>swearing</b>	tomatoes	vomited	

### PRIVATE LIST OF MISSPELLED WORDS

[illegible]

**LISTS OF WORDS  
LIKELY TO BE MISPRONOUNCED**



## KEY TO PRONUNCIATION

## VOWELS

ā as in fāte	ī as in Ice	ū as in ūse
ē " senāte	ī " ideo	ū " ūnite
ā " fāt	ī " It	ū " ūp
ā " ārm	ī " str	ū " fūr
ā " all	ī " machine	ū " rŭle
ā " āsk		ū " pull
ā " bānanā	ō " old	
ā " whāt	ō " obey	ȳ " fly
ā " cāre	ō " nōt	ȳ " baby
	ō " move	
ē " mēte	ō " wolf	aw " saw
ē " ēvent	ō " sōn	ew " new
ē " mēt	ō " hōrse	oi " boil
ē " prēy	ōō " fōōd	oy " boy
ē " hēr	ōō " fōōt	ou " out
ē " thēre		ow " cow
ēē " fēēt		

## CONSONANTS

e	as in eall	qu (= kw)	as in quit
ç	" miçe	z (= z)	" iz
ch (unmarked)	" child	si (= sh)	" tension
eh (= k)	" sehool	th (unmarked)	" thin
ci (= sh)	" gracious	th	" then
g (unmarked)	" go	ti (= sh)	" motion
ġ (= j)	" cāge	wh (= hw)	" what
ng	" ring	x (unmarked)	" vex
n (= ng)	" inġk	x (= gz)	" exact
ph (= f)	" phantōm	z	" zone
ty	" picture		

Unmarked consonants have their usual English sounds.

Vowels when obscured are marked thus, ā, ē, etc. Silent letters are italicized.

## WORDS LIKELY TO BE MISPRONOUNCED

## BOOK ONE

The words here given are intended only for the teacher's reference. The child should not study these marked forms, since they can lead only to complicated and mangled ideas in his mind.

## SECOND YEAR

al'wāys

asked (äskd)

āte

āunt

bärbed (bärbd)

eän't

eätch

eəught

Christ'mās

hālf

hēard

Īn'dīan

lōse

māy bē

says (sēz)

sug'ar (shugēr)

wāshed (wāshd)

wə'tēr

wīn'dōw

wom'an

## THIRD YEAR

a gain (à gën')	kneēs
a gainst (à gënst')	lāmb
au tō mō'bīle	laughed (lāft)
brēak'fast	līmb
būrst	listened (līsnd)
caterpillar (kāt'ēr pīl ēr)	nūmb
cīr'cūs	once (wūns)
claimed (klāmd)	ought
clērk	pīe'ture
creek	poi son
crook	rāg'ged
crowed (krōd)	scissors (sīz'ērz)
dragged (drāgd)	sewed (sōd)
drowned	slippery (slīp'ēr ī)
fāir'ies	sūit
fās'tened	sure (shūr)
gnaw	swēat
gnawed	toward (tō'ērd)
hatched (hācht)	Tūēs dāy
hoop	Wēdnes'dāy
īn stēad'	wound
iron (ī urn)	wrapped (rāpt)
jerked (jērkt)	

## FOURTH YEAR

apron (ā'prun)	mũsk'měl òn
bà nă'nă	nəugh'tỹ
butch'ēr	nē'grōes
ealves (kāvz)	ǒf'ten
çĩ gār'	oys'tēr
coffee (kǒf'ī)	pĩ ăn'ō
cupboard (kũb'ěrd)	pud'dĩng
dē'pōt	pũmp kĩn
dĩf fēr ent	rōof
Fěb'ry ă rỹ	sĩnce
handkerchief	tō bǎc'cō
(hăñ'kēr chĩf)	tọ gěth'ēr
lęg'gĩngs	used tọ
loşe	văc'çĩ nătø
loose	











